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## **FACILITATING ENGLISH LEARNERS COMPETENCE IN LISTENING THROUGH FLOWERDEW AND MILLER'S LISTENING STRATEGIES**

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### **ABSTRACT**

This study aims to examine the use of listening strategies to facilitate the students' listening competence and aims to examine the students' perception about the roles of listening strategies. Using a qualitative research as the design of the research, the researcher collects the data through observation in listening classroom and interview to the university students. The result reveals that the lecturer used Flowerdew and Miller' listening strategies, such as metacognitive strategies, cognitive strategies, and socioaffective strategies to facilitate the students in improving their listening competence. Moreover, the students perceive that the roles of listening strategies can help them to enhance their competence and help them become more skillful in listening.

**Keywords:** Listening Strategies, Cognitive, Metacognitive, Socioaffective

### **INTRODUCTION**

Nowadays, the use of English has spread over the world. It causes teaching English become more important because the English learners are expected that they master in using English in order to be able to communicate with people from other countries. since English as global language (Liu & Fang, 2017). There is an upgrading of English learnt by many people. To success in learning of English, there are basic skills of language learning that have to be mastered. One of the skills is listening. Because listening can increase the other language skills like speaking, reading, and writing. Since the learners of English expend about 40-50

% of learning time for listening. Thus, listening is the competence that is the most oftenly used by the learners.

The role of listening is crucial since listening as the basic skill to master a language especially English. Listening is the ability to understand all information delivered by the speaker through the process of communication (Vahdany, et.al, 2016). When the English language learners are listening, they have to recognize the speech sounds and they have to interpret it to catch the information. Therefore, listening is active mental process of learning a language. In communication and education process, listening is vital. Since most process of teaching and learning use verbal explanation. Before the lesson in the classroom is started, the students should prepare to be ready in listening all the materials that will be explained by the teachers. Therefore, becoming proficient in listening is needed by the learners.

Awareness of lecturers to apply listening strategies in teaching English especially to facilitate the students to enhance their proficiency in listening is important. Because teaching listening becomes challenging for the lecturer. One of the ways to facilitate the ELLs enhancing their listening competence is using listening strategies (Madani & Kheirzadeh, 2018). The lecturers become central role in the process of teaching and learning. Particularly, teachers should aware about the way they teach in the classroom. Ngo (2015) state that the learners of English can improve their competence in listening through listening strategies. Therefore, listening strategies can enhance the English language learners become proficient.

Concerning about listening strategies there are some studies that have done by the researchers. Al-azzemy & Al-jamal (2019) the results reveal that strategies of cognitive, metacognitive, and socioaffective strategies are significant affect the students' listening comprehension. Kassem (2015) the results displays that listening strategies are significantly with both listening comprehension and self-efficacy of the students and the listening strategies that are more often used by the students is cognitive strategies.

In Indonesia context, there is few update research concerning on three types of listening strategies, namely metacognitive strategies, cognitive strategies, and socioaffective strategies. The researchers only concern one of the three types of listening strategies. As Setiyawati (2018) the results demonstrate that cognitive strategies have significant to listening comprehension for the participants. Therefore, this study examines the use of three types of listening strategies.

Moreover, because all the previous studies do not seek how the roles of listening strategies from the students' perception when the lecturer use it to facilitate the students in mastering listening. Therefore, this study also examines the students' perception about the roles of listening strategies.

## **LITERATURE REVIEW**

### **Listening**

Listening is the processes of recognizing, understanding, and interpreting of spoken language to get the information (Yulisa, 2015). Hence, listening is an active process. Because there is an active activity during perceiving the speech to get the information from what the speakers said. To be able to succes in learning English, the learners have to be master the skills of language. Because the learners spend 40-50% time to listen when they are communicating with others. So, listening is one of the language skills that is important to be mastered by the learners.

### **Teaching Listening for English Language Learners**

Teaching listening is not easy for lecturers. Because listening is hard to be assessed. So, the lecturers need a listening strategy to facilitate in teaching listening. There are two models of teaching listening (Liu & Fang, 2017). The first is intensive listening. Intesive listening is teaching listening in the classroom usually focus on a certain specify. The second is extensive listening. extensive listening is teaching listening usually in out side of classroom and the situation is more relaxe

### **Flowerdew and Miller's Listening Strategies**

There are three types of listening strategies proposed by Flowerdew and Miller (cited in Kassem, 2015), namely metacognitive strategies, cognitive strategies, and socioaffective strategies. Metacognitive strategies are listening strategies by manipulating the process of mteaching and learning through some activities of 1) planning: the strategy to arange before the listening process is started, 2) monitoring: the strategy in checking and monitoring the continuing comprehension of the learners , and 3) evaluation: the strategy to evaluate the learners' performance in listening.

Cognitive strategies are listening strategies by manipulating or managing the materials of listening in order to make the learners become easier to learn. Cognitive strategies contain of 1) Inferencing: the strategy when the missing information are filled with the use of known words, 2) Elaboration: the strategy when the missing information are filled with the use of new information into texts or conversation, 3) Summarization: the technique to synthesis what is heard to confirm that the information has been recalled, 4) Translation: the ideas from target language are translated into first language, 5) Transfer: the strategy to draw considertion from the listeners, 6) Repetition: the strategy that allow the listeners repeat the materials of listening, 7) Resourcing: the strategy that the reference materials are used, for examples: dictionary, text book, encyclopedia, etc, 8)

Grouping: the strategy in categorizing words according to their meaning, 9) Note taking: the strategy which is the key words are written down to help the learners, 10) Deduction/induction: the strategy that gives the listeners clues to find the rules, and 11) Substitution: the strategy that allow the listeners to replace informations into other but the same meaning.

Socioaffective strategies are the strategies to stimulate the learners through some efforts: 1) Clarification is the strategy to elicit explanation about the materials of listening, 2) Cooperation is the strategy that allow the listeners to work together, 3) Lowering anxiety is the strategy to reduce anxiety, 4) Self-encouragement is the strategy that allow the listeners thinking about swear that oneself can be success, 5) Taking emotional temperature is the strategy that allow the listeners to express their emotion (Kassem, 2015).

### **The Roles of Listening Strategies**

The learners of listening have their own belief about the role of listening strategies in facilitating to learn English. As stated by Gilakjani & Sabouri (2016) that listening strategies have important roles for the students who are learning English, such as: 1) improve the students' performance of listening, 2) increase listening ability, 3) help the learners become more skillful, 4) increase awareness of listening process.

### **RESEARCH METHOD**

This study uses qualitative research design. Because this study examines the lecturer's experiences when teaching listening by using listening strategies to facilitate the students' competence in listening. Moreover, the data of this study is not in the form of number. So, qualitative research design is appropriate with this study.

The participants of this study are one lecturer and English language learners from one of universities in Surabaya. They are from English department and they are first year students. The students consist of female and male students with total 25 students.

There are two sources of data in this study. The first source is from observation by using field note about the listening activities in classroom when the lecturer uses listening strategies. And the second source is spoken data from the interview to the students about the role of listening strategies.

To collect the data, the researcher done through an observation in the classroom and also interview to the students. In the observation, the researcher joined to the listening class to observe how the listening strategies used by the lecturer in listening class to facilitate the students' listening proficiency. the researcher notes all the listening strategies used by the lecturer.

Moreover, the interview done to the students. The aim of the interview is to get depth information about the role of listening strategies. By recording the process of interview with the students.

In analysing the data, the researcher review and reduce the data the data from fieldnote through the observation in the classroom. The data of activities when the lecture used listening strategies are selected by reducing the types of listening strategies used by the lecturer to know what the listening strategies used by the lecturer to facilitate the students in learning the listening. Furthermore, to analyse the data from the interview, the researcher transcribes the audio recording. Then, the data from transcription is selected to know what the role of listening strategies for the students.

## FINDINGS

### Listening Strategies Used by the Lecturer to Facilitate the Students Enhance their Listening Competence

Here is the table of listening strategies used by the lecturer, the table below is from observation:

**Table 1.** The Results of Observation Using Field Note

<b>Metacognitive Strategies</b>	<b>Field note</b>
Planning	The lecturer write the topic of listening about “Recycling” in the white board before the lecturer starts playing the audio for listening
<b>Conitive Strategies</b>	<b>Field note</b>
Elaboration	The lecturer asked to the students whether or not they have experiences to do “Recycling”
Translation	There are some difficult words that are translated by the lecturer, for instance: recycle= mendaur ulang
Repetition	The lecturer repeated some parts of listening when the students do not catch the answers when they are given exercises based on the audio
<b>Socioaffective Strategies</b>	<b>Field note</b>
Cooperation	The lecturer asked the students to discuss in pair about the answers of the exercise from the audio listening
Self-encouragement	The lecturer told to the students that if the students do not answer all the questions, the students can do next time.

### The Students Perception on the Roles of Listening Strategies

From the interview to the students, the researcher found how the students perceive the roole of listening strategies.

#### Excerpt 1

*S1: For me, when the lecturer repeats the audio twice or more times. I can get the information easily. It helps me to improve my competence. Because I*

*sometimes hard to catch the information from the audio if the lecturer only play the audio once.*

From the response of student 1 in excerpt 1, she perceives that when the lecturer repeated the audio listening twice, she will get the information easily. This repetition of audio is classified into cognitive strategies. As stated by Flowerdew and Miller (cited in Kassem, 2015) that repetition is one of the activities in cognitive strategies. The role of the listening strategy that used by the lecturer as the student 1 said that *it helps me to improve my competence*. From this response, the student 1 perceives that by repetition, the lecturer helps the student 1 improve her listening competence. As stated by Gilakjani and Sabouri (2016) that listening strategy can increase the students listening competence. The perception about the role of listening strategies for the student 1 is appropriate with the roles of listening strategies proposed by Gilakjani and Tafaghodtari (2010).

#### **Excerpt 2**

*S2: I think when the lecturer used listening strategies, for examples: asks all the students in my class to discuss together, translate the difficult words, and etc. All these efforts can help us as the learners become skillful in listening. we can improve our competence if our lecturer always use listening strategies.*

From the answer of student 2 in excerpt 2, it shows that this student perceives that the role of listening strategies can help the students become skillful in listening. As stated by Gilakjani and Tafaghodtari (2010) that listening strategies play the roles to make the learners become more skillful in listening.

#### **DISCUSSION**

From the table 1 about listening strategies used by the lecturer, it shows that the lecturer used listening strategies, such as metacognitive strategy, cognitive strategies, and socio affective strategies. In metacognitive strategy, the lecturer only done one activity that is planning. The lecturer wrote the topic of listening before the lecturer started the lesson. As stated by Flowerdew and Miller (cited in Kassem, 2015), planning of metacognitive strategy is the strategy to arrange before the listening process is started.

In cognitive strategies, the lecturer done some activities that are elaboration, translation, and repetition. As stated by Flowerdew and Miller (cited in Kassem, 2015), that cognitive strategies are the listening strategies by manipulating or managing the materials of listening in order to make the learners become easier to learn. Thus, elaboration, translation, and repetition that used by the lecturer are the strategies in manipulating the listening materials. As the

evidences, after the students listen the audio, the lecturer asked to them whether or not the students have done recycling. This is elaboration of cognitive strategies. In addition, because during the listening, some students do not know the meaning of difficult words. Therefore, the lecturer helped the students by translating the difficult words. And to make sure that all the students catch all the information from the audio, the lecturer also played the audio twice. This strategy aims to improve the students' competence in listening.

When the lecturer facilitates the students by using socioaffective strategies in teaching listening, the lecturer done through cooperation and self-encouragement activities. The lecturer asked the students to discuss with their pair about the answers from the audio listening. and in the end of the lesson, the lecturer motivated the students that they can improve their listening competence step by step if they do not get all the answers from the audio. The students can do better in the next lesson. Those strategies are socioaffective strategy.

## CONCLUSION

From the research, this study concludes that the lecturer used metacognitive strategies, cognitive strategies, and also socioaffective strategies while teaching listening to the students. The listening strategies help the students to enhance their competence in listening. Moreover, from the interview to the students, it concludes that the students perceive that listening strategies can help them to enhance their competence in listening and the students become more skillful in listening. Therefore, the students believe that listening strategies has important roles in mastering English.

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